DOCUMENT RESUME

ED 345 571 FL 020 409

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TITLE Foreign Language K-12. Program Evaluation 1991-92.
INSTITUTION Des Moines Public Schools, Iowa.
PUB DATE 21 Apr 92
NOTE 65p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Change Strategies; Chinese; *Curriculum Development; Educational Objectives; *Educational Technology; Elementary Secondary Education; French; German; Grades (Scholastic); *Inservice Teacher Education; *Instructional Materials; Italian; Japanese; Language Enrollment; *Language Teachers; Latin; Media Selection; Program Development; Program Effectiveness; Program Evaluation; Russian; *Second Language Programs; Spanish; Staff Development; Teacher Qualifications; Uncommonly Taught Languages
IDENTIFIERS *Des Moines Public Schools IA

ABSTRACT

The Des Moines (Iowa) Public Schools foreign language program for K-12 is described and evaluated. The evaluation report focuses on six areas, including: (1) school district mission and philosophy of foreign language instruction; (2) context (state policies and standards, foreign language program overview and enrollment, fiber-optic communication and instructional system, foreign language needs and goals, recent major developments); (3) program input (expenditures, instructional materials use and selection cycles); (4) process (language arts supervisor job description, inservice and staff development sessions, and professional meetings attended by staff); (5) product (test results, community survey results, foreign language study committee report, supervisor observations, accreditation reports of two sites, attainment of objectives, adherence to standards and regulations, grades, and awards); and (6) the future (plans and needs, observations). Spanish is offered in one elementary school, grades 1 to 5. Introductory foreign language (a course in both Spanish and French) is offered in grade seven. First-year French and Spanish are offered in grade eight, and eight languages (Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish) are offered in high schools. It is concluded that the two critical program needs are quality teachers, especially master teachers, and instructional technology, primarily audiovisual. A series of tables giving foreign language enrollment data is appended. (MSE)

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92-080

FOREIGN LANGUAGE
K-12

ED345571

PROGRAM EVALUATION
1991-92

April 21, 1992

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Focus on Program Evaluation

FL020409

Revised: 4/1/92

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FOREIGN LANGUAGE
PROGRAM EVALUATION ABSTRACT

This evaluation gathers, focuses, and communicates that information most essential for monitoring the quality of the foreign language program. The evaluation is divided into six areas: (1) Introduction, (2) Context Evaluation, (3) Input Evaluation, (4) Process Evaluation, (5) Product Evaluation, and (6) The Future.

Foreign language is offered at one elementary school--Edmunds. An introductory foreign language course is a spoke of the seventh grade wheel. French I or Spanish I may be taken in eighth grade. The high schools offer eight foreign languages--Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish.

The primary budget expense is $1,325,534 for the salaries and benefits of 35.5 foreign language teachers.

Foreign language instruction should enable all students to achieve maximum growth in the target language in listening and comprehending, speaking, reading, writing, communicating, and thinking in that foreign language. The task of teaching and learning support services is to enable teachers to teach so that students learn these skills and arts of the foreign language. This can best be done by teaching, motivating, and supporting teachers. Specifically, support services should do the following:

- Help teachers develop philosophy, goals, objectives, and curriculum.
- Help teachers select textbooks and teaching materials.
- Challenge teachers with new methods and ideas.
- Encourage, support, and enable teachers to do their best.

During the 1992-93 school year, work will begin on revising the curriculum and selecting new materials for French III, IV, V; German; and Spanish III, IV, V.

The two critical foreign language needs are quality teachers and technology.

First, the human resource need is the quality teacher. The most critical need, the quintessential factor, in teaching for learning is the master teacher. The teacher, determining over 95% of what happens in the classroom, is the key to a quality, effective educational program. We must continue to hire, encourage, reward, rejuvenate, support, and enable quality foreign language teachers.

The one equipment need is additional technology. Increasingly, foreign language instructional materials need to be accessed through audiovisual technology--cassette players, VCRs, laser disc players, and CD Roms.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309-3399.
Telephone: 515-242-7839.

FOREIGN LANGUAGE K-12

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April 21, 1992

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DISTRICT MISSION STATEMENT

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

THE TEACHING OF FOREIGN LANGUAGES

PHILOSOPHY

The growth of global communication and transportation systems has increased multilingual and multicultural exposure through business, economics, political, and personal contact in American society. The Foreign Language Department of the Des Moines Independent Community School District recognizes its responsibility to meet the demands of this growth.

Foreign Language study assists the student in developing a progressive, functional proficiency of the target language in the areas of listening, speaking, reading, and writing. These language skills establish a foundation for the development of further international understanding through the comprehension and appreciation of other cultures.

Total Foreign Language Staff
1985-86

CONTEXT EVALUATION

Governing Policies, Standards, and Regulations

STATE OF IOWA STANDARDS (July, 1989):

FOREIGN LANGUAGE

12.5(5h) High school program, grades 9-12 (4 units).

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.

All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.

NATIONAL EDUCATIONAL GOALS:

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

An objective of Goal 3 reads, "The percentage of students who are competent in more than one language will substantially increase." The foreign language enrollment of the District has increased from 13% of the students in grades 8-12 in 1983 to 23% in 1985 to 33% in 1990 to 41% in 1991. A Spanish I pilot program in Grade 6 was started at Callanan in the fall of 1990.

FOREIGN LANGUAGE PROGRAM OVERVIEW

Elementary
Edmunds Academy of Fine Arts
Spanish 1-5

Spanish is taught at Edmunds Fine Arts Academy to first through fifth grade students. A sequential curriculum with objectives, activities, and materials for each grade level is followed. Cultural appreciation for Spanish customs is integrated into the lessons. Basic vocabulary, enrichment, and reinforcement through Spanish of appropriate basic skills being taught in other classes is also stressed.

	Class length in Minutes	Class per Grade	Classes per Week	Total Minutes per Week
Kindergarten*	20	1	1	20
Grade 1	25	4	2	50
Grade 2	25	3	2	50
Grade 3	44	3	2	88
Grade 4	2-45/1-55	3	3	145
Grade 5	2-45/1-55	3	3	145

*Extended day kindergarten only.

FOREIGN LANGUAGE PROGRAM OVERVIEW

Middle School
Exploring Foreign Language--French and Spanish
Grade 7

Exploring foreign language is part of the seventh grade "wheel." Students are to spend 4 1/2 weeks on French and 4 1/2 weeks on Spanish. This is a brief introduction to the language--its history, people, culture, and vocabulary.

Level	Time Allotment	Title/Description	Textbook(s)/Curriculum Materials
Grade 7	215 minutes per week 9 weeks	*Exploring Foreign Language - French and Spanish: An introduction to these languages, their syntax and cultures. Introduces the student to the nature of foreign language study. (Time allotment is divided - 4 1/2 weeks on French, 4 1/2 weeks on Spanish.)	"Exploring Foreign Language Guide," Des Moines Public Schools, 1983. "Exploring Foreign Language Guide," with TPR supplement, Des Moines Public Schools, 1990.

Middle School
Grade 8

	French I	Spanish I
Brody	2 classes	2 classes
Callanan	1 class	3 classes
Goodrell		2 classes
Harding	1 class	Fall 92?
Hiatt	1 class	1 class
Hoyt		3 classes
McCombs	2 classes	
Meredith	2 classes	3 classes
Merrill	2 classes	2 classes
Weeks	1 class	1 class

CHINESE

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	250 minutes 36 weeks	Chinese I: Introduces students to the Chinese language and various Chinese cultures. Emphasis is placed on the development of listening and speaking skills. Chinese characters are introduced early on to provide the necessary foundation for later work on reading and writing skills. Much of the work is done on computers.	Practical Chinese Reader, Hong Kong Edition, Vol. I, Commerical Press, 1988. Practical Chinese Character Exercise Book, Hong Kong Edition, Vol. I, Commerical Press, 1988. Beijing Language Institute, New Chinese 300, U. S. Edition, Cheng & Tsui Publishers, 1990.
Grades 10-12	250 minutes 36 weeks	Chinese II: Continues to emphasize listening and speaking, but reading and writing will also be stressed. Students, with teacher guidance, will co-author several lessons using computers, thus allowing each student to learn about subjects of personal interest.	
Grades 11-12	250 minutes 36 weeks	Chinese III: Takes up where Chinese II leaves off. Students will continue to use computers for word processing and to improve their writing as well as other interactive programs using digitized speech and animation to develop the listening, speaking, and reading skills.	

FRENCH

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 8-12	8: 215 minutes 36 weeks 9-12: 250 min. 36 weeks	French I: French language and culture introduction. Practical conversation vocabulary and basic grammatical structures.	Valette, French for Mastery, Level I, D. C. Heath, 1988.
Grades 9-12	250 minutes 36 weeks	French II: Expands French I skills. Spoken language comprehension and appreciation of different cultures.	Valette, French for Mastery, Level II, D. C. Heath, 1990.
Grades 10-12	250 minutes 36 weeks	French III: Proficiency in both language and culture.	Valdman, Promenades et Perspectives, Level 3, Scott, Foresman, 1987. Levno, Rencontres Culturelles, National Textbook Company, 1985.
Grades 11-12	250 minutes 36 weeks	French IV: Conversational skills stressed, literary works read in French, culture and literary heritage studied.	Palmer, Le Passe Vivant de la France, National, 1977. Palmer, De la Révolution à Nos Jours, National, 1987. Cauvin, Panaché Littéraire, Harper & Row, 1978. Oudot, Guide to Correspondence in French, National, 1985.
Grade 12	250 minutes 36 weeks	French V: Thinking and speaking in French, advanced grammar, contemporary literature, correct expression and pronunciation.	Ionesco, La Cantatrice Chauve, Suivie de la Lecon, Western Continental, 1954. Brunel, Histoire de la Litterature Francaise, Vols. I & II, National, 1977. Blume, Cours Superieur, Amsco, 1971.

GERMAN

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	German I-II: An intense course in German language and culture.	Kraft, Deutsch Aktuell 1, Second Edition, EMC Publishing, 1985. Kraft, Deutsch Aktuell 2, Second Edition, EMC Publishing, 1986.
Grades 10-12	500 minutes 36 weeks	German III-IV: A refinement and extension of concepts and skills in German I-II.	Moeller, Blickpunkt Deutschland, Second Edition, Houghton Mifflin, 1986.

ITALIAN

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	Italian I-II: Oral communication emphasis. Italian culture, geography, and history also included.	Mcfie, Primavera: An Introduction to Italian, Holt, 1983. Lebano & Baldini, Buon Giorno A Tutti!, Wiley & Sons, 1989.
Grades 10-12	500 minutes 36 weeks	Italian III-IV: A refinement and extension of the elements of Italian I-II.	Kozma, Carosello: A Cultural Reader, Holt, Rinehart, Winston, 1982. Lazzarino, Da Capo: A Review Grammar, Holt, Rinehart, Winston, 1987.

JAPANESE

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	Japanese I-II: An introduction to the Japanese writing system, grammar, conversation, and culture.	Sato, Japanese Now, Vol. I, University of Hawaii Press, 1982. Mizutani, An Introduction to Modern Japanese, Kinokuniya Bookstores of Japan Center.
Grades 10-12	500 minutes 36 weeks	Japanese III-IV: Builds on concepts and skills developed in Japanese I-II. Emphasis on increasing vocabulary.	Sato, Japanese Now, Vol. II, University of Hawaii Press, 1983.
Grades 11-12	250 minutes 36 weeks	Japanese V: Reviews, refines, and builds on concepts and skills developed in Japanese I-IV.	

LATIN

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	250 minutes 36 weeks	Latin I: Introduces the Latin Language and the Roman culture.	Hines, Our Latin Heritage, Book I, Harcourt Brace Jovanovich, 1981.
Grades 10-12	250 minutes 36 weeks	Latin II: Vocabulary, grammar, and translation skills continued and expanded. Second course in sequence.	Hines, Our Latin Heritage, Book II, Harcourt Brace Jovanovich, 1981.
Grades 11-12	250 minutes 36 weeks	Latin III: Third course in sequence. Advanced emphasis on vocabulary, grammar, and translation skills. Additional emphasis on history and culture.	Hines, Our Latin Heritage, Book III, Harcourt Brace Jovanovich, 1981.

RUSSIAN

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	Russian I-II: An intense course that stresses speaking, reading, writing, and listening in Russian.	Clark, Russian, Third Edition, Harper & Row, 1983. Amery, The First Thousand Words in Russian, Usborne Publishing, 1983. Patrick, Six Soviet One-Act Plays, National Textbook Company, 1963. Vasilevna, How Many Holidays in a Year, Kamkin, 1984.
Grades 10-12	500 minutes 36 weeks	Russian III-IV: A continuation, refinement, and extension of Russian I-II concepts and skills.	

SPANISH

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 8-12	8: 215 minutes 36 weeks 9-12: 250 min. 36 weeks	Spanish I: Introduction to language and culture. Listening, speaking, reading, and writing in Spanish.	Valette, Spanish for Mastery, Level I, D. C. Heath, 1989.
Grades 9-12	250 minutes 36 weeks	Spanish II: Grammar to comprehend spoken and written language.	Valette, Spanish for Mastery, Level II, D. C. Heath, 1989.
Grades 10-12	250 minutes 36 weeks	Spanish III: Practice for mastery in all skill areas. Third course in sequence.	Valette, Spanish for Mastery, Level III, D. C. Heath, 1987. (III, IV) Ramboz, Spanish Verbs and Essentials of Grammar, National, 1983. (III) de Roussy de Sales, Spanish Verb Drills, National, 1977. (III) Schmidt, Schaum's Spanish Vocabulary, McGraw-Hill, 1985. (III, IV, V)
Grades 11-12	250 minutes 36 weeks	Spanish IV: Fourth course in sequence. Conversational skills stressed, literary works read in Spanish. Culture and literary heritage studied.	Jarest & Robinson, Ahora, Leamos, Heinle & Heinle, 1986. (IV, V) Fernandez & Garcia, Que hay de nuevo, D. C. Heath, 1985. (IV, V) Jackson, Guide to Correspondence in Spanish, National, 1986. (IV, V)
Grades 12	250 minutes 36 weeks	Spanish V: Fifth course in sequence. Thinking and speaking in Spanish. Advanced grammar, contemporary literature, correct expression and pronunciation emphasized.	Nassi, Workbook in Spanish, 3 Years, Amsco, 1966. (V)

FOREIGN LANGUAGE ENROLLMENT HIGHLIGHTS

In 1959, Latin was taken by 802 students. Today, Latin is taken by 72 students. In 1959, Spanish was taken by 883 students. Today, Spanish is taken by 2239 students.

In 1977 and 1978, only 12% of the students in grades 8-12 took foreign language. By the fall of 1985, that had risen to 23%. In the fall of 1991, the foreign language enrollment for grades 8-12 had risen to 41%.

In the middle schools, 540 students took foreign language in the fall of 1985. In the fall of 1991, that had risen to 684 students. That is an increase from 25% to 32% of the eighth grade students. French went from 336 to 263; Spanish went from 204 to 421 for those same years.

In the fall of 1986 at East, 164 took French. For the fall of 1991, this dropped to 115. During those same years at East, Spanish soared from 167 to 394. During the same time at North, Spanish enrollment climbed from 52 to 278. At Roosevelt, French dropped from 349 to 199, while Spanish increased from 274 to 450.

In the fall of 1990, the high school foreign language enrollment was 2343. For the fall of 1991, that figure climbed to 3029, a 29% increase.

The foreign language enrollment increase in Des Moines over the past eight years is one of the most dramatic increases in the state, according to Paul Hoekstra, Foreign Language Consultant, Department of Education.

(See the Appendix for specific enrollment figures.)

F.O.C.I.S. (Fiber Optic Communication and Instructional System)

The **F.O.C.I.S. (Fiber Optic Communication & Instructional System)**, in its fourth year of operation, was the first system of its kind in the United States.

F.O.C.I.S. is a digitally switched two-way interactive video and audio network that connects seven high school campuses. Its unique program application enables a teacher located at one of the campuses to instruct, as well as interact with, students in one or more of the other six schools. The students' ability to interact normally and spontaneously without having to manipulate buttons or telephones offers the same level of instruction as a traditional, self-contained class held at one site.

Currently, the foreign language classes offered on F.O.C.I.S. are Japanese, Latin I and II, and Chinese. The Japanese originates at Urbandale High School and is received at Roosevelt High School. Latin I and II originate at Lincoln High School and are received at Roosevelt and North High schools; and Chinese originates from Roosevelt and is received at Urbandale High School. (The tuition cost for one student for one class is $467 for the 1991-92 school year.)

Students taking classes on the system have performed as well as or better than students in self-contained classes. Part of this may be due to smaller class size, but the students tend to pay close attention to the T.V. The biggest concern of both teacher and students is the lack of human closeness.

The potential of the system is enormous if the State Network does become a reality. Advanced classes in Spanish and French as well as Japanese, Russian, Chinese, German and Italian would be available to smaller districts. Within the district, this system could allow Spanish and French to be offered to a much larger middle or elementary school population.

FOREIGN LANGUAGE NEEDS

1. A past need has been qualified foreign language staff because of the increased number of students taking foreign language.

   The foreign language enrollment continues to increase because of two main factors: (1) the university and college foreign language requirements, and (2) the additional elective opportunities provided to high school students by the seven-period day.

   In addition, society (education and the media) repeatedly admonishes students to prepare themselves for the international demands of the twenty-first century. Silently and purposefully, the students may be responding by taking more foreign language.

2. Foreign language teachers need additional technology to access the excellent ancillary programs that now accompany all foreign language instructional materials.

THE GOALS OF FOREIGN LANGUAGE STUDY

Among the many foreign language goals, a foreign language class should help students do the following:

(1) Increase their range of communication. For example, if students speak English, they can communicate with over 437 million persons in the United States, Canada, Great Britain, and other English-speaking countries. If they also learn Spanish, they could speak to any of the 331 million Spanish-speaking people in Latin America, Spain, the United States, and other parts of the world.

(2) Gain knowledge of the customs and ways of life of other nations. While learning French, students discover out how the French live, behave, and think.

(3) Add to the students' knowledge of their own language. By studying Latin, students improve their understanding of many of the thousands of English words that came from Latin.

(4) Add to the students' general stock of information. Foreign language can be the key that unlocks new fields of knowledge. If students study Spanish, they will learn about the Spanish contributions to civilization, about Spanish history, about Spanish music, about Spanish holidays, and about Spanish culture.

(5) Gain a spirit of broad human tolerance. Students will discover how other peoples think, speak, and act.

RECENT MAJOR DEVELOPMENTS

1985-86

1. State of Iowa Foreign Language grants of $17,450 were coordinated and spent on equipment and supplies.

2. Italian was introduced at Central Campus.

1986-87

1. Curriculum objectives were revised for these courses:

   - French III, IV, V
   - German I, II, III, IV, V
   - Italian III, IV
   - Spanish III, IV, V

2. New materials were studied selected, and approved for these courses:

   - French III, IV, V
   - German I, II, III, IV, V
   - Italian III, IV
   - Spanish III, IV, V

3. State of Iowa Foreign Language grants of $14,140 were coordinated and spent on equipment and supplies.

4. The French I Objectives-Based Test was developed and piloted.

5. The French Articulation Committee was formed to help the transition from middle to high school.

6. A Foreign Language Marketing Committee was formed to develop a brochure on foreign language.

7. The Des Moines School District became a part of the University of Iowa's Critical Language Program. This program, funded by the Ford Foundation, is to recruit and develop teaches of Chinese, Japanese, and Russian for placement in Iowa high schools. (More detailed information on the University of Iowa's Critical Language Program is available from the Language Arts Supervisor.)

1987-88

1. Curriculum objectives were revised for these courses:

   - Japanese
   - Spanish I-II
   - Russian

1987-88 (cont.)

2. New materials were studied, selected, and approved for Russian.

3. All French I students took the new French I Objectives-Based Test.

1988-89

1. Curriculum objectives were revised for French I-II.

2. New materials were studied, selected, and approved for French I.

3. The Spanish I Objectives-Based Test was developed and piloted.

4. Latin was introduced to Roosevelt from Lincoln through F.O.C.I.S. (the two-way interactive video.)

1989-90

1. Curriculum objectives were developed or revised for these courses:

   - Spanish I-II
   - Chinese I

2. New materials were studied, selected, and approved for these courses:

   - French II
   - Chinese I
   - Spanish I

3. All Spanish I students took the new Spanish I Objectives-Based Test.

1990-91

1. Curriculum objectives were revised or developed for these courses:

   - Chinese II
   - Japanese I, II, III, IV, V

2. New materials were studied, selected, and approved for Spanish II.

3. Chinese was introduced at Roosevelt.

1991-92

1. Curriculum objectives were developed or revised for these courses:

   - Italian
   - Latin
   - Chinese III

2. New materials were studied, selected, and approved for Italian.

INPUT EVALUATION

EXPENDITURES

Budget and Sources of Revenue

Foreign language teachers are paid from the General Fund. The Instructional Materials Budget and the Staff Development Budget also help support foreign language.

Human Resource Expenditures 1991-92

Elementary School:
1 Foreign Language Teacher
Salary: $24,552

Middle School:
8.5 Foreign Language Teachers
Salaries: $237,469
Average Salary: $27,938

High School:
26 Foreign Language Teachers
Salaries: $789,990
Average Salary: $30,384

Foreign Language Total:
35.5 Foreign Language Teachers
Salaries: $1,052,011
Benefits (26%) $273,523
Total $1,325,534

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Enrollment

Elementary School Students	341	
Middle School Students	684	
High School	3,029	
Foreign Language Students Total (K-12)	4,054	
Cost per Student	$326.97	(Total Teacher cost divided by number of foreign language students)

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Central Office Administration

Supervisor	$51,068
Secretary .5	7,358
Total:	$58,426

INSTRUCTIONAL MATERIALS IN USE AND EXPENSES

Course	Title	Copyright	Cost	Purchase Year
Chinese I	Practical Chinese Reader I		$311	1990
	Character Exercise Book I		149	1990
	Practical Chinese Reader I (Traditional Characters)	1990	509	1991
Chinese II	Practical Chinese Reader II (Traditional Characters)	1990	424	1991
	New Chinese 300	1990	324	1991
French I	French for Mastery I	1988	16,173	1989
French II	French for Mastery II	1990	10,710	1990
French III	Promenades et Perspectives, Level 3	1987	4,207	1987
	Histoire de la Litterature Francaise, I	1977	1,337	1987
	Histoire de la Litterature Francaise, II	1977	1,337	1987
	Recontres Culturelles	1984	8,257	1987
French IV	Pret a Lire	1980	3,632	1987
	LePasse Vivant de la France	1977	2,023	1987
	De la Revolution a nos Jours	1978	2,162	1987
French V	Guide to Correspondence in French	1985	827	1987
	LaPetit Prince	1946	1,245	1987
	La Cantatrice	1954	664	1987
German I-II	Deutsch Aktuell I	1985	628	1987
	Deutsch Aktuell II	1986	431	1987
	German Easy Reader Series, A-D	1978	320	1987
German III-IV	Blickpunkt Deutschland	1986	223	1987
	Aufheisser Spur Erlebnisse in Deutschland Readers, I-IV	1984	218	1987
Italian I-II	Primavera: An Introduction to Italian	1983	2,124	1985
Italian III-IV	Da Capo: A Review Grammar	1987	404	1987
	Carosello: A Cultural Reader	1982	336	1987
Japanese I-II	Japanese Now, Vol. I	1982	450	1984
	Japanese Now, Vol. II	1983	200	1984
Japanese III-IV	An Introduction to Modern Japanese Webster's New World Compact Japanese Dictionary	1983	113	1991
	EG. Word 4.1 (Japanese Software Program)	1989	499	1991

INSTRUCTIONAL MATERIALS IN USE AND EXPENSES

Course	Title	Copyright	Cost	Purchase Year
Latin I	Our Latin Heritage, I	1981	$2,252	1985
Latin II	Our Latin Heritage, II	1981	1,669	1985
Latin III	Our Latin Heritage, III	1969	354	1984
Russian I-II	Russian	1983	572	1988
	The First Thousand Words in Russian	1983	230	1988
Russian III-IV	Six Soviet One-Act Plays	1963	48	1988
	The Pocket Oxford Russian Dictionary	1981	99	1988
Spanish I	Spanish for Mastery, I	1989	37,410	1990
Spanish II	Spanish for Mastery, II	1989	20,328	1991
Spanish III	Spanish for Mastery, III	1987	7,708	1987
	Spanish Verbs and Essentials of Grammar	1983	1,214	1987
	Spanish Verb Drills	1977	1,717	1987
	Que Hay de Nuevo	1985	1,646	1987
	Guide to Correspondence in Spanish	1986	897	1987
	Ahora, Leamos	1986	1,987	1987

Foreign Language
Instructional Materials Cycle

	Current Use	Future Use	Committee begins Fall of ---
Chinese	1990-1997	1997-2004	1995
French I	1989-1996	1996-2003	1994
French II	1990-1996	1996-2003	1994
French III, IV, V	1987-1994	1994-2001	1992
German	1987-1994	1994-2001	1992
Italian	1985-1992	1992-1999	1990
Japanese	1984-1991	1991-1998	1989
Latin	1985-1992	1992-1999	1990
Russian	1988-1995	1995-2002	1993
Spanish I	1990-1998	1998-2005	1996
Spanish II	1991-1998	1998-2005	1996
Spanish III, IV, V (1977-87)	1987-1994	1994-2001	1992

(8/13/91)

PROCESS EVALUATION

Title: **Supervisor, Language Arts** **Year:** **1991-92**
Coordinator, Instructional Support Services

Responsibility Statement: The responsibility of the Language Arts Supervisor is to provide leadership, support, guidance, and encouragement for all elements of language arts so that both teaching and learning proceed as effectively and efficiently as possible. The responsibility of the Instructional Support Services Coordinator is to coordinate and facilitate the workings of the curriculum subject area supervisors.

Organizational Tasks: The organizational tasks to be performed by the Language Arts Supervisor include planning, implementing, and evaluating language arts programs. Two other tasks are working with Human Resources to hire the best staff possible and interacting with various interested individuals--teachers, building administrators, concerned parents, and community members.

The organizational tasks of the Instructional Support Services Coordinator include coordinating general curriculum business, correspondence, and meetings; overseeing the instructional materials adoption cycle and budget; attending and writing minutes for the Teaching and Learning Cabinet; facilitating the School Board Advisory Committee; monitoring the Iowa Code 280.12 and 280.18 requirements and reporting procedures; and scheduling the Program Evaluation Reports.

Organizational Relationships: The Language Arts Supervisor reports to the Associate Superintendent for Teaching and Learning and the Executive Director of Secondary Education. He supervises indirectly all secondary language arts teachers.

Objectives:

WEIGHT (%)		OBJECTIVE
30%	1.	Meet the organizational expectations of the Instructional Division by -- a. being visible and accessible to building and Central Office staff. b. focusing direction in the area of language arts. c. being involved in day-to-day experiences.
20%	2.	Support the missions and objectives of the secondary schools and the goals of the district.
30%	3.	As Coordinator of Instructional Support Programs, (1) coordinate and facilitate general curriculum business, correspondence, and meetings, (2) oversee the textbook adoption cycle and budget, (3) attend and write minutes for the Instructional Cabinet, (4) facilitate the School Board Advisory Committee, (5) monitor Iowa Code requirements, and (6) schedule Program Evaluation reports.
10%	4.	Coordinate and direct the curriculum revision and materials selection for Academy English 8, English 9-12, Italian, and Latin, also supervise the pilot and refinement of the English 6 and English 8 objectives-based tests.
10%	5.	Continue development of an integrated K-12 language arts program.

IN-SERVICE AND STAFF DEVELOPMENT SESSIONS

These foreign language in-service and workshop sessions on current foreign language issues were offered to the foreign language staff.

1985-86

The Teaching of Foreign Language

1986-87

The Master Teacher

1987-88

The ICONS Program (presented by Gerald Hollingsworth)

1988-89

French for Mastery, Level I (presented by Karen Ralston, D. C. Heath)
The Gravitas Factor

1989-90

Spanish for Mastery (presented by Karen Ralston, D. C. Heath)
French for Mastery, Level II (presented by Karen Ralston, D. C. Heath)
TPR-Total Physical Response (presented by Sue Marcucci)
Foreign Language in 2001

1990-91

Homework and Foreign Language (presented by Karen Ralston, D. C. Heath)
Cooperative Learning in Foreign Language (presented by Karen Ralston, D. C. Heath)
Total Physical Response: Theory and Practice (presented by Sue Marcucci)
Spanish/Guatemalan Journey (presented by Caroline Cowles)
For a Few Minutes More

1991-92

Foreign Language Exchange (presented by Caroline Cowles)
Foreign Language Oral Proficiency Testing (presented by Eunice Van Tuyl)
Video/Computer Teaching Techniques in Foreign Language (presented by Linn Morrill)
The Masters

PROFESSIONAL MEETINGS ATTENDED BY STAFF (1990-1992)

Conference	Number of Teachers Attending	Place	Date
Guatemalan Institute	1	Guatemala	June-July, 1990
Iowa-Japan Cultural Alliance	2	Iowa City	October, 1990
Iowa Council of Teachers of Foreign Language Association Conference	6	Sioux City	October, 1990
Iowa Foreign Language Association Fluency and Proficiency Workshop	3	Iowa City	October, 1990
Iowa Critical Languages	2	Iowa City	October, 1990
American Council of Teachers of Foreign Language	1	Nashville, TN	November, 1990
Global Awareness Foreign Language Conference	7	Heartland AEA 11	January, 1991
FLES Workshop	1	ISU, Ames	February, 1991
UNI Foreign Language Workshop	1	Grimes Bldg., Des Moines	February, 1991
ESL-Bilingual Educational Conference	1	Hotel Fort D.M.	February, 1991
Central States Conference on the Teaching of Foreign Languages	1	Indianapolis	March, 1991
Medieval Renaissance Conference	1	Columbia, MO	April, 1991
Humanities Conference	1	Grinnell	June, 1991
Minitel Workshop	1	Minneapolis, MN	July, 1991
American Association of Teachers of Foreign Language	1	Minneapolis, MN	July, 1991
Iowa Computer-Using Educators	1	Des Moines	October, 1991
Iowa Foreign Language Association	5	Iowa City	October, 1991
Spanish Bowl 1992 Planning	1	Heartland AEA 11	November, 1991
ESL-Bilingual Educational Conference	1	Hotel Fort D.M.	February, 1992
Central States FL Conference	1	Dearborn, MI	April, 1992
Concordia Language Village	1	Moorehead, MN	April, 1992
Medieval Renaissance Conference	1	Lincoln, NE	April, 1992

PRODUCT EVALUATION

Analysis of District Objectives-Based Test Results

French

The French I Objectives-Based Test is a 50-item multiple choice test to measure student mastery of the district's French I curriculum. Here is an average percent correct summary of the results:

	1987-88	1988-89	1989-90	1990-91
Middle Schools	67	66	58	63
High Schools	75	69	73	67

Spanish

The Spanish I Objectives-Based Test is a 50-item multiple choice test to measure student mastery of the district's Spanish I curriculum. Here is a summary of the results:

	1988-89	1989-90	1990-91
Middle Schools	60	60	63
High Schools	58	58	62

The students in the pilot program at Callanan completed three semesters of Spanish I in January, 1992, and took the Spanish I Objectives-Based Test. That class of 23, now seventh graders, on the average scored 72 percent correct.

(Complete test results are available from the Language Arts Supervisor.)

COMMUNITY SURVEY

Community surveys were conducted by the District in the spring of 1988, 1986, and 1984 to discern the community perception of the school district.

One question pertained to foreign language: "Should the Des Moines Public Schools give more, less, or about the same emphasis to foreign language?

Here is a breakdown of the results that pertain to that foreign language question:

	Percent Responding		
	1988	1986	1984
More	52	36	39
Less	10	15	11
Same	33	40	40
Can't Say/No Response	6	10	10

FOREIGN LANGUAGE STUDY COMMITTEE

A Foreign Language Study Committee was formed in May, 1989. The committee submitted its report to the Board in December, 1989.

These were the committee members:

Joyce Smith, Chair, Vice Principal, Lincoln High School
Stephenie Black, Student, Hoover High School
Paul Custer, Student, North High School
Liz Goodwin, Parent, PTA and Community Member
Ed Kelly, English teacher, East High School
Eunice Van Tuyl, French teacher, Lincoln High School
Walter Wilson, Counselor, Central Campus
Barbara Prior, Executive Director of Secondary Education, Ex Officio
Jerry Wadden, Supervisor, Language Arts, Ex Officio

The committee focused on the following seven questions. The answers, comments, and recommendations of the committee follow each question.

Q. 1. What languages should be offered in the Des Moines Public Schools?

A. 1. "It is recommended that the Des Moines Public Schools emphasize the study of foreign languages by maintaining the present language offerings, including the planned addition of Chinese."

"Any language that represents a large segment of people and/or whose government is becoming a political force in the world should be considered as a potential offering."

Q. 2. When should each language be offered?

A. 2. "We recommend that a given foreign language be offered if there is a demand for it. However, in order to be prepared for the future, the District should be forward looking and offer those languages that national, political, and educational developments dictate. French, Italian, and Latin are examples of languages no longer considered to be internationally influential. The committee feels that these should continue to be offered so long as there is a demand for them, while such languages as German, Chinese, Russian, Japanese, and Spanish should be actively encouraged."

Q. 3. How many years of each language should be offered?

A. 3. "The two years of language study required by many colleges and universities is not sufficient time for most students to achieve a competency in speaking a language or in culture awareness; however, students often limit their language study to two years."

Q. 4. Where should the languages be offered?

A. 4. "A concern of the committee is the possibility of locating all languages at one site. It is hoped that a section of town would not be identified as specializing in anything due to the stereotyping that inevitably follows such designations; therefore, Central Campus is the most appropriate site if such a concentration were to occur."

FOREIGN LANGUAGE STUDY COMMITTEE (cont.)

Q. 5. What are college entrance requirements?

A. 5. "Colleges and universities are requiring a language component in a student's high school courses."

Q. 6. Are there ways to present a language other than the traditional classroom setting?

A. 6. "Interactive video could be utilized in all languages for enrichment. Native speakers can become extensions of the video teacher by acting as proctors at other sites. The interactive video teacher should rotate to all sites of reception on a frequent and regular basis. Interactive video should be utilized at the middle school level and in the high school programs where only one teacher exists."

"Advanced high school students should be able to participate in study at local colleges, adapting their schedules to the college schedule."

Q. 7. What will be the future enrollment demands?

A. 7. "Foreign language studies are growing in importance and demand in the United States as well as in Iowa and Des Moines."

"Japanese, Spanish, and German will be increasingly important. Japan and Germany are growing in economic importance. Spanish is important because of the large number of Hispanics residing within the boundaries of the United States and because of our proximity to the several countries that lie to our south and share our continent."

"There is now a mandate from the state regarding the pursuit of global education. Foreign language study responds to that mandate more directly than any other study. Furthermore, foreign language study is recognized as increasingly important in the diverse areas of business, government, economics, and politics."

(The full report of the Foreign Language Study Committee, with many other comments and recommendations, is available from the Language Arts Supervisor.)

Supervisor's Observations

1. During the 1990-91 school year, the language arts supervisor made 139 visits to the middle and high schools.

2. During this 1991-92 school year, the language arts supervisor has made 107 visits to the middle and high schools.

3. Excellent direct teaching is frequently observed; in addition, increasing emphasis and practice on conversation is also observed. Frequently, this speaking emphasis is being directed by TPR-Total Physical Response.

4. A class of orderly, motivated students being guided in their foreign language growth by a quality teacher focusing on teaching for learning is the most frequent observation.

5. Various teaching styles and methods permeate the foreign language classroom. Two master foreign language teachers may have two totally different teaching styles.

6. The quality foreign language teacher is becoming increasingly difficult to locate and hire because of the increased demand for foreign language caused by the growing foreign language enrollment nationally.

7. The quality teacher is irreplaceable.

NORTH CENTRAL ASSOCIATION (NCA) EVALUATION SUMMARY

EAST HIGH SCHOOL

The North Central Association conducted an evaluation of East High School on October 18, 19, and 20, 1989.

East was commended for the qualified and dedicated staff, the variety of cultural activities, the four-year sequence in two languages, the articulation with the middle schools, and the excellent learning climate in the classrooms.

The NCA made these recommendations for East:

1. Emphasize more use of the target language by both teachers and students.
2. Stress more oral drill.
3. Work to increase the number of students who study foreign language beyond the second year.
4. Increase the availability of audiovisual technology for foreign language teachers.

HOOVER HIGH SCHOOL

The North Central Association conducted an evaluation of Hoover High School on October 2, 3, and 4, 1990.

Hoover was commended for the extensive use of the target language, the excellent facilities, the background and commitment of the staff, and the positive and stimulating classroom atmosphere.

The NCA made these recommendations for Hoover:

1. Reduce class size.
2. Increase availability of audiovisual technology.
3. Replace language lab consoles in one classroom with student desks.

(The complete North Central Association Foreign Language Program reports for both East and Hoover are available from the Language Arts Supervisor.)

Title: **Supervisor, Language Arts** **Year:** **1990-91**
Chair, Instructional Support Services

Responsibility Statement:
The responsibility of the Language Arts Supervisor is to provide leadership, support, guidance, and encouragement for all elements of language arts so that both teaching and learning proceed as effectively and efficiently as possible. The responsibility of the Instructional Support Services Chair is to coordinate and facilitate the workings of the curriculum subject area supervisors.

Organizational Tasks:
The organizational tasks to be performed by the Language Arts Supervisor include planning, implementing, and evaluating language arts programs. Two other tasks are working with Human Resource Management to hire the best staff possible and interacting with various interested individuals--teachers, building administrators, concerned parents, and community members.

Organizational Relationships:
The Language Arts Supervisor reports to the Associate Superintendent for Teaching and Learning and the Executive Director of Middle and High School Programs. He supervises indirectly all secondary language arts teachers.

Objectives:

WEIGHT (%)	OBJECTIVE
40%	1. Meet the organizational expectations of the Instructional Division by -- a. being visible and accessible to building and Central Office staff. b. focusing direction in the area of language arts. c. being involved in day-to-day experiences.

Background and History:
The Language Arts Supervisor should provide leadership, support, guidance, and encouragement to all elements of language arts so that both teaching and learning proceed as effectively and efficiently as possible. Being visible is the crux of the management theory of MBWA, Management by Walking Around.

Activities Conducted:

a. School Visits

East	10
Hoover	19
Lincoln	8
North	14
Roosevelt	18
Central Campus	8
Alternative North	3
Alternative South	0
Brody	9
Callanan	4
Goodrell	7
Harding	3
Hiatt	6
Hoyt	2
McCombs	3

Activities Conducted: (cont.)

a. School Visits

Meredith	8
Merrill	8
Weeks	5
Edmunds	1

b. Focusing direction toward language arts is discussed in every visit to every school; frequent meetings with Human Resources; and numerous memos, a plethora of meetings, and individual visits with teachers.

c. I am involved in day-to-day experiences, both at the schools and Central Office.

Being the chair of the K-12 Instructional Day Design Committee has been a predominant day-to-day experience at the Central Office, the schools, home, and even my spring ski trip to Colorado.

Accomplishment of Objective:
This objective was met. However, the "being visible and accessible to buildings" segment--supporting teaching and learning right in the classroom--could and should receive more emphasis. The continuing and growing demands of written reports and lengthy meetings force a delicate and fragile priority listing. (As I write these numerous reports, I continue to feel guilty for not spending this time working with teachers. Which act most directly benefits teachers and students is tragically obvious.) A main objective should be to manage my time better. A main emphasis--perhaps, the only emphasis--must be the student and the teacher.

Future Action to be Taken:
This position must continue to support language arts teachers.

20% 2. Support the missions and objectives of the secondary schools and the goals of the district.

Background and History:
In this age of school-centered management, supervisors must support the missions and objectives of the secondary schools and the goals of the district. This is best accomplished through encouragement, the facilitating of pertinent materials and information, and the development and selection of quality curriculum and materials.

Activities Conducted:
My primary emphasis is on helping all teachers teach better so that all students can learn better.

This included these activities:

- Distribution and explanation of all district language arts test results.
- Development of Language Arts-English 6 and English 8 tests.

Accomplishment of Objective:
This objective was met.

Future Action to be Taken:
Supporting programs for the 1991 Fall Conference and the 1992 Spring In-Service Day need to be developed.

20% 3. As Chair of Instructional Support Programs, (1) coordinate and facilitate general curriculum business, correspondence, and meetings, (2) oversee the textbook adoption cycle and budget, (3) attend and write minutes for the Instructional Cabinet, and (4) facilitate the School Board Advisory Committee.

Background and History:
The responsibility of the Instructional Support Services Chair is to coordinate and facilitate the workings of the curriculum subject area supervisors.

Activities Conducted:
- The Curriculum Subject Area Supevisors met six times. All curriculum correspondence was expedited.
- The Textbook adoption cycle and budget has been coordinated and projected to 2003.
- I have attended and written minutes for all of the directors' meetings.
- The School Board Advisory Committee met five times.

Accomplishment of Objective:
This objective was accomplished.

Future Action to be Taken:
- Meeting dates for Curriculum Subject Area supervisors for 1991-92 have been set.
- The Instructional Materials adoption cycle and budget should be projected to 2004.
- The School Board Advisory Committee membership will be revised during the 1991 summer.

10% 4. Coordinate and direct the curriculum revision and textbook selection for Spanish II and Japanese I-V, also supervise the development and writing of the English 6 and English 8 objectives-based tests.

Background and History:
Curriculum development, materials selection, and evaluation processes pertinent to language arts must be completed annually.

Activities Conducted:
The Spanish II curriculum revision was finished, and new Spanish II instructional materials were selected. The Japanese curriculum revision was finished, and new Japanese supplementary instructional materials were selected. The English 6 and 8 objectives-based tests were written; they were both piloted in May, 1991.

Accomplishment of Objective:
All of the aims of this objective were met.

Future Action to be Taken:
The English 6 and English 8 objectives-based test pilots will be reviewed and, if necessary, revised.

10% 5. Continue development of an integrated K-12 language arts program.

Background and History:
The Iowa School Accreditation Standards for English-Language Arts (Iowa Administrative Code, Chapter 12) are these:

ELEMENTARY PROGRAM, GRADES 1-6

English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.

JUNIOR HIGH PROGRAM, GRADES 7-8

English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.

HIGH SCHOOL PROGRAM, GRADES 9-12

English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.

Activities Conducted:
Work continues on revising and integrating the K-12 language arts program. An English 9-12 committee was established in fall, 1990, and began work on revising the high school English curriculum. The English 6-8 curriculum was revised during the 1988-89 school year.

Accomplishment of Objective:
This objective was partially accomplished. The K-12 Language Arts Curriculum is, and should be, a continuing project.

Future Action to be Taken:
Work is progressing on the English 9-12 segment of this curriculum.

BEST COPY AVAILABLE

ADHERENCE TO STANDARDS AND REGULATIONS

The courses and curriculum of the Foreign Language Department meet all standards and regulations.

The Iowa Department of Education, for example, mandates that four units of foreign language be offered at the high school level. Specifically, the state requires "... a four-unit sequence of uninterrupted study in at least one language."

The state requires four units; the Des Moines School District offers thirty-four units. The state requires one four-unit sequence of uninterrupted study in the same language; the Des Moines School District offers six.

Language	Units Offered
Chinese	2
French	5
German	5
Italian	5
Japanese	5
Latin	3
Russian	4
Spanish	5

MIDDLE SCHOOL GRADE DISTRIBUTION
FALL SEMESTER 1991
(BY PERCENT)

FRENCH I

	A	B	C	D	E
BRODY	41%	27%	23%	4%	2%
CALLANAN	43	33	6	13	3
HARDING	50	18	18	12	
HIATT	22	22	33	22	
McCOMBS	27	27	34	11	
MEREDITH	20	58	17	3	
MERRILL	32	11	22	32	1
WEEKS	45	16	12	16	4

SPANISH I

	A	B	C	D	E
BRODY	20%	25%	20%	22%	12%
CALLANAN	39	24	20	8	3
GOODRELL	35	29	20	6	8
HIATT	28	40	20	4	8
HOYT	26	25	26	17	3
MEREDITH	25	49	16	7	
MERRILL	39	17	17	15	9
WEEKS	6	16	54	16	6

HIGH SCHOOL GRADE DISTRIBUTION
FALL SEMESTER 1991
(BY PERCENT)

FRENCH I

	A	B	C	D	F
EAST	35%	25%	29%	8%	2%
HOOVER	30	30	38		
LINCOLN	26	20	30	17	5
NORTH	46	21	25	3	3
ROOSEVELT	27	27	24	14	4

FRENCH II

	A	B	C	D	F
EAST	20%	34%	16%	18%	9%
HOOVER	31	29	29	8	
LINCOLN	15	34	26	18	5
NORTH	31	36	15	15	
ROOSEVELT	38	27	15	18	

FRENCH III

	A	B	C	D	F
EAST	7%	53%	23%	7%	7%
HOOVER	62	37			
LINCOLN	25	32	22	19	
NORTH	40	60			
ROOSEVELT	37	44	15	2	

FRENCH IV

	A	B	C	D	F
EAST	66%			33%	
HOOVER	57	42			
LINCOLN	33	42	4	19	
NORTH	60	40			
ROOSEVELT	62	25	12		

FRENCH V

	A	B	C	D	F
EAST		100%			
HOOVER	100				
LINCOLN	33	33	33		
NORTH					
ROOSEVELT					

HIGH SCHOOL GRADE DISTRIBUTION
FALL SEMESTER 1991
(BY PERCENT)

SPANISH I

	A	B	C	D	E
EAST	31%	20%	17%	21%	8%
HOOVER	25	23	26	16	7
LINCOLN	22	29	19	13	11
NORTH	23	25	31	8	10
ROOSEVELT	13	26	33	15	10

SPANISH II

	A	B	C	D	E
EAST	29%	25%	26%	12%	5%
HOOVER	13	35	40	9	1
LINCOLN	17	24	33	19	5
NORTH	49	40	6	1	1
ROOSEVELT	17	47	27	6	1

SPANISH III

	A	B	C	D	E
EAST	47%	37%	12%	2%	
HOOVER	41	31	25	1	
LINCOLN	28	9	34	15	12
NORTH	40	29	24	5	
ROOSEVELT	22	41	21	12	1

SPANISH IV

	A	B	C	D	E
EAST	60%	30%	10%		
HOOVER	26	57	15		
LINCOLN	27	9	54	9	
NORTH	50	35	15		
ROOSEVELT	36	31	26	5	

SPANISH V

	A	B	C	D	E
EAST					
HOOVER	100%				
LINCOLN	100				
NORTH					
ROOSEVELT					

HIGH SCHOOL GRADE DISTRIBUTION
FALL SEMESTER 1991

(BY NUMBER OF GRADES AND PERCENT)

	A		B		C		D		E	
LATIN I	12	44%	6	22%	5	19%	4	15%		
LATIN II	2	13%	8	53%	4	27%	1	7%		
LATIN III	3	75%			1	25%				
LATIN IV	2	100%								

(BY NUMBER OF GRADES AND PERCENT)

	A		B		C		D		E	
CHINESE I	12	60%	5	25%	2	10%	1	5%		
CHINESE II	10	55%	6	33%	1	5%	1	5%		

CENTRAL CAMPUS GRADE DISTRIBUTION
FALL SEMESTER 1991

(BY NUMBER OF GRADES AND PERCENT)

	A	B	C	D	F
GERMAN I & II	6 21%	7 25%	10 36%	3 11%	2 7%
GERMAN III & IV	1 20%	4 80%			
ITALIAN I & II	13 26%	15 30%	15 30%	4 8%	3 6%
ITALIAN III & IV		4 80%	1 20%		
ITALIAN V		1 33%		1 33%	1 33%
JAPANESE I & II	7 25%	13 46%	3 11%	5 18%	
JAPANESE III & IV	8 35%	8 35%	3 13%	3 13%	1 4%
JAPANESE V	3 60%	2 40%			
RUSSIAN I & II	3 23%	7 54%	2 15%		1 8%
RUSSIAN III & IV	4 57%	1 14%	2 29%		
RUSSIAN V	1 33%	1 33%	1 33%		

AWARDS

Student Awards
1990-91

Jonathan Kessel, Lincoln	Superintendent's Award--French
Michael Deierling, Lincoln	Superintendent's Award--French
Avik Williams, Roosevelt	Superintendent's Award--German
Lisa Thompson, Roosevelt	Superintendent's Award--Italian
Matt Allen, Lincoln	Superintendent's Award--Spanish
Michael Deierling, Lincoln	Latin National Exam, 1991
Bénédicte Fardel, Roosevelt	Certificate of Recognition--German
Shodie Purscell, Lincoln	Certificate of Recognition--Italian
Erik Ladner, Hoover	$900 Foreign Language Scholarship, French, Central, Pella.
Jason Burrows, Lincoln	Foreign Language Poster Prize, Quiz Bowl
Dawn Downing, Lincoln	Foreign Language Poster Second Prize, Quiz Bowl
Beth Ludwick, Lincoln	Foreign Language Poster Second Prize, Quiz Bowl
Don Strock, East	Iowa Foreign Language Association--Spanish Quiz Bowl (Drake)
Steve Bash, East	Iowa Foreign Language Association--Spanish Quiz Bowl (Drake)

These students were winners in the State French Oral Competition:

Liga Rostoks, Meredith	First Place, Level I
Jessica Lyon, Meredith	Third Place, Level I
Brenda Stoffregan, Lincoln	Third Place, Level III
Gillian Dorner, Roosevelt	Second Place, Level IV

These students were winners in the National French Contest:

Liga Rostoks, Meredith	Third Place	Level 01 A
Hyong Do, Meredith	Seventh Place	Level 01 A
Chris Barnes, Roosevelt	Seventh Place	Level IIA
Brenda Stoffregan, Lincoln	Third Place	Level III
Arik Williams, Roosevelt	Sixth Place	Level III
Shawn Carroll, Lincoln	Honorable Mention	Level III
Alex Desguiron, Lincoln	Honorable Mention	Level III
Kiersten Pauling, Lincoln	Honorable Mention	Level III
Lisa Wyckoff, Lincoln	Honorable Mention	Level III

AWARDS

Student Awards
1990-91

These students were winners in the National French Contest:

Elise Devore, Roosevelt	First Place	Level IV
Brian Giovannini, Roosevelt	Second Place	Level IV
Gillian Dorner, Roosevelt	Third Place	Level IV
Courtney Hagen, Roosevelt	Fifth Place	Level IV
Chris Barnes, Roosevelt	Seventh Place	Level IV
Jason Parsons, Roosevelt	Seventh Place	Level IV
Pam Pearson, Lincoln	Honorable Mention	Level IV
Reed Carlson, Lincoln	Honorable Mention	Level IV
David Pille, Roosevelt	Fourth Place	Level V

These students were winners in the American Association of Teachers of German competition:

Michael Deierling, Lincoln	AATG German Iowa Representative
Tawnya Eberhart, Roosevelt	AATG German Iowa Honorable Mention
Henrik Kristensen, Roosevelt	AATG German State Finalist

These students were winners in the State Spanish Dialogue Competition:

Adam Albright, Hoover	Third Place	Level III
Amanda Murphy, Hoover	Third Place	Level III
Andria Joachims, Lincoln	Fourth Place	Level IV
Michael Metcalf, Lincoln	Fourth Place	Level IV
Kristie McLane, Hoover	Fifth Place	Advanced
Becky Waller, Hoover	Fifth Place	Advanced

The Hoover team of Sheena Finnegan, Trev Kelderman, Kristie McLane, and Becky Waller won Third Place in the Advanced Level Quiz Bowl.

AWARDS

Student Awards
1990-91

These students were winners in the National Spanish Examination Test:

Regular Level

Beth Kephart, Lincoln	Seventh Place	Level II
Amy Dickey, Lincoln	Sixth Place	Level III
Matt Allen, Lincoln	Second Place	Level IV
Andy Joachims, Lincoln	Fourth Place	Level IV
Becky Waller, Hoover	Sixth Place	Level IV
Michael Metcalf, Lincoln	Seventh Place	Level IV

Bilingual/Native Level

Alejandro Piedras, Hoover	First Place (Honored for top 3% in United States)
Marcelo Irvin, Hoover	Fourth Place
Jaime Mora, Hoover	Sixth Place

Ben Clark received a Gifted and Talented Scholarship for summer language study.

TEACHER AWARDS AND RECOGNITION
1990-91

Maggie Voy, Edmunds Academy of Fine Arts, was named Iowa Foreign Language Teacher of the Year for the Elementary Division. Maggie Voy, Edmunds, was also awarded an Apprenticeship Grant by the Iowa Arts Council.

Gary Thelen, Roosevelt, presented a paper on "French in the Third World" at the Central States Foreign Language Conference in March.

Heather Watkins, Roosevelt (on leave), was Professor Laureate for the National French Contest.

Gerald Hollingsworth, Hoover, was honored at the Iowa Foreign Language Association Conference for having a student in the top 3% in the National Spanish Examination.

THE FUTURE

PLANS FOR THE FUTURE

1. During the 1992-93 school year, curriculum and instructional materials' committees will be formed to begin work on the following: French III, IV, V; German I, II, III, IV, V; and Spanish III, IV, V.

2. In the fall of 1992, new Italian I, II materials will be introduced.

3. In order to more accurately measure the curriculum taught, the Spanish I Objective-Based Test will be revised in June, 1992.

4. The sixth grade Spanish pilot at Callanan will finish its three-year cycle in June of 1993. Those eighth graders will be completing Spanish II. Their progress and continuance in Spanish will be carefully monitored.

5. A K-12 foreign language plan should be developed and implemented by 2001.

6. The initial three-year commitment to the University of Iowa's Critical Languages program will be fulfilled at the end of the 1992-93 school year; therefore, the Chinese Program at Roosevelt will be evaluated.

7. Foreign language classes will require computers to access the growing foreign language instructional software.

8. High quality cassette players and VCRs are needed by foreign language teachers to enrich the oral practice and cultural heritage.

9. Laser disc players and CD Roms will be increasingly needed as additional educational foreign language ancillary materials become available.

FUTURE NEEDS

1. Every foreign language classroom should have one computer station. (Cost $72,000). ($2000 x 36 classrooms)

2. Every foreign language classroom should have a TV and a VCR. (Cost $21,000). ($583 x 36 classrooms)

3. Every foreign language classroom should have a quality cassette player. (Cost $7,000). ($195 x 36 classrooms)

OBSERVATIONS ON THE FUTURE

1. Foreign language teachers must realize that computers, video disc players, CD Roms, and stealth sound systems are teaching tools of the future. The current generation may well be the last to use textbooks as educational tools.

2. Viewing has joined listening, speaking, reading, and writing as one of the language arts. As the technology revolution warps us into the future, viewing will become increasingly critical. This further emphasizes the need to buy additional technology for students and teachers to use.

3. The future demands that foreign languages be well taught. Therefore, we must hire exemplary foreign language teachers. The teacher will continue to be the key to excellence in foreign language.

4. John Naisbitt believes that one of the major influences in the world during this decade will be the continuing emergence of the Pacific Rim as an economic force. This will increase the emphasis on, and demand for, Asian languages, especially Chinese and Japanese.

5. A ten-language electronic translator, pocket-calculator size, can now be purchased for less than $50.00. This translator has over 1400 phrases per language organized into common categories like shopping, eating, and travel. This electronic translator is the equivalent of 45 phrase books. The impact, popularity, and educational value of this translator should be closely monitored.

6. Marvin Cetron and Margaret Gayle in Educational Renaissance (1991) forecast that foreign languages, particularly French, German, Spanish, Russian, and Japanese, will be a requirement for all students entering college programs because of the focus on thinking globally.

APPENDIX

- Foreign Language Enrollments.

Foreign Language Enrollments (Middle School)

	FALL 1986	SPRING 1987	FALL 1987	SPRING 1988	FALL 1988	SPRING 1989	FALL 1989	FALL 1990	FALL 1991
BRODY									
French I	48	47	51	39	42	38	61	54	54
Spanish I	45	45	40	37	54	48	38	55	43
Gr. 8%					52%		45%	50%	46%
CALLANAN									
French I	57	62	31	34	47	34	37	30	30
Spanish I (6th)								28	28
Spanish I (7th)									23
Spanish I (8th)			54	50	54	44	52	47	59
Gr. 8%					47%		47%	36%	40%
GOODRELL									
Spanish I	88	84	85	83	88	86	63	55	63
Gr. 8%					35%		27%	25%	25%
HARDING									
French I	15	15	20	20	14	13	38	26	19
Gr. 8%					6%		14%	11%	7%
HIATT									
French I					21	20	11	16	9
Spanish I					40	37	20	20	28
Gr. 8%					39%		19%	22%	28%
HOYT									
French I	21	13	15	12					
Spanish I							23	33	61
Gr. 8%							12%	18%	32%
MCCOMBS									
French I	18	17			33	31	45	28	44
Gr. 8%					18%		23%	15%	20%

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Foreign Language Enrollments (Middle School)

	FALL 1986	SPRING 1987	FALL 1987	SPRING 1988	FALL 1988	SPRING 1989	FALL 1989	FALL 1990	FALL 1991
MEREDITH									
French I	29	23	23	22	29	28	11	40	29
Spanish I	88	83	58	54	70	66	55	59	77
Gr. 8%					48%		33%	40%	45%
MERRILL									
French I	46	41	48	48	47	41	73	23	60
Spanish I								82	56
Gr. 8%					28%		42%	63%	63%
WEEKS									
French I	20	14	23	17	7	4	12	11	24
Spanish I	27	25	32	22	19	14	32	22	34
Gr. 8%					12%		24%	16%	25%
CITY TOTALS									
French I	254	232	211	192	240	209	288	(8th) 228	263
Spanish I	248	237	269	246	325	295	283	(8th) 373	421
TOTAL	502	469	480	438	565	504	571	(8th) 601	684
Gr. 8%	26%		26%		28%		28%	29%	32%

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Foreign Language Enrollments (High School)

	FALL 1986	SPRING 1987	FALL 1987	SPRING 1988	FALL 1988	SPRING 1989	FALL 1989	FALL 1990	FALL 1991
EAST									
French I	91	68	123	89	86	58	63	50	53
French II	48	40	49	39	66	60	47	43	45
French III			19	17	15	16	14	11 (III-IV)	17
French IV	25	19	12	6	9	8 (IV-V)	8	7	
French V	0	0	0	0	0	0			
TOTAL	164	127	203	151	176	142	132	111	115
%					9%		7%	6%	7%
Spanish I	92	67	99	75	179	139	187	150	201
Spanish II	59	49	86	69	88	85	136	127	142
Spanish III	16	14	31 (III-IV)	15	18 (III-IV)	17	21 (III, IV)	26	40
Spanish IV	0	0					4		11
Spanish V	0	0	0	0	0	0		0	
TOTAL	167	130	216	159	285	241	348	303	394
%					14%		18%	17%	22%
HOOVER									
French I	13	14	28	26	29	25	21	15	28
French II	26	23	25	20	28	24	29	22	48
French III	11	11	12 (III-IV)	13	11 (III-IV)	18 (III-IV)	11 (III, IV)	17	15
French IV	8	6	4		7				
French V	0	0	0	0	2				
TOTAL	58	54	69	59	77	67	61	54	91
%					9%		6%	6%	10%
Spanish I	58	53	78	69	68	61	80	95	127
Spanish II	88	77	105	99	91	77	87	85	97
Spanish III	61	54	78	45	54	44 (III-IV)	20	32	54
Spanish IV	23	23	15	14	22	18	21	24 (IV, V)	23
Spanish V	0	0	13	12	4	3		2	
TOTAL	230	207	259	239	239	203	208	238	301
%					23%		21%	26%	33%
LINCOLN									
French I	114	81	103	94	124	102	93	80	96
French II	76	68	89	77	97	87	107	113	79
French III	39	34	35	28	33	29	30	38	31
French IV	25	20	19	13 (IV-V)	19 (IV-V)	13	17	14 (IV-V)	25
French V	0	0	10	7					
TOTAL	254	203	256	219	273	231	247	245	231
%					12%		12%	12%	12%
Latin I	25	18	23	17	28	22	30	34	31
Latin II	21								
Latin III		26	27 (II-III)	17 (II-III)	19 (II-III)	19 (II-III)	19 (II, III)	17 (II, III, IV)	20
Latin IV	7		0						
TOTAL	53	44	50	34	47	41	49	51	51
%					2%		2%	3%	3%

Foreign Language Enrollments (High School)

	FALL 1986	SPRING 1987	FALL 1987	SPRING 1988	FALL 1988	SPRING 1989	FALL 1989	FALL 1990	FALL 1991
LINCOLN									
Spanish I	187	139	152	115	212	180	175	164	236
Spanish II	77	77	117	107	107	91	127	117	113
Spanish III	22	12	17	22	48	(III-IV) 42	(III-IV) 43	(III) 33	33
Spanish IV	15	15	16	8	4			12	(IV, V) 13
Spanish V	0	0	0	0	0			0	
TOTAL	301	243	302	252	371	313	345	326	395
%					16%		17%	17%	20%
NORTH									
French I	27	23	32	18	29	25	23	31	37
French II	9	8	20	13	18	18	26	25	18
French III									
French IV	12	10	14	(III-IV) 12	(III-IV) 9	(III-IV) 9	(III-IV) 10	(III, IV) 15	(III-IV) 19
French V	0	0	0	0	0				
TOTAL	48	41	86	43	56	52	59	71	74
%							7%	7%	7%
Latin I							2	5	3
Latin II									3
TOTAL							2	5	6
%									1%
Spanish I	32	21	50	42	77	71	86	75	154
Spanish II	11	11	13	13	22	23	68	59	65
Spanish III	9	10							40
Spanish IV			13	(III-IV) 12	(III-IV) 13	(III-IV) 12	(III-IV) 16	(III, IV) 28	19
Spanish V	0	0	0	0	0			0	
TOTAL	52	42	76	67	112	106	170	162	278
%					13%		20%	17%	28%
ROOSEVELT									
Chinese I								20	21
Chinese II									18
TOTAL								20	39
%									3%
French I	65	56	43	33	46	44	41	33	52
French II	104	89	94	84	77	70	82	78	61
French III	106	93	69	70	57	51	42	49	50
French IV	47	39	43	39	41	39	27	25	36
French V	27	19	11	10	16	13	9	6	
TOTAL	349	296	260	236	237	217	201	191	199
%					17%		15%	15%	15%
Japanese I							5	8	6
Latin I	25	22			10	6	8	10	10
Latin II					0		7	8	5
Latin III	12	22			0				
Latin IV					0				
TOTAL	37	44	0	(LINCOLN) 4	10	6	15	18	15
%					1%		1%	1%	1%

Foreign Language Enrollments (High School)

	FALL 1986	SPRING 1987	FALL 1987	SPRING 1988	FALL 1988	SPRING 1989	FALL 1989	FALL 1990	FALL 1991
ROOSEVELT									
Spanish I	137	124	157	138	150	140	158	156	187
Spanish II	78	67	95	85	124	77	132	122	165
Spanish III	41	40	45	41	(III-IV) 51	(III-IV) 47	56	66	77
Spanish IV			16					11	21
Spanish V	18	17		(IV-V) 13			(IV-V) 18		
TOTAL	274	248	313	277	325	264	362	355	450
%					24%		28%	28%	34%
CENTRAL CAMPUS*									
German I & II	20	18	26	20	36	28	25	33	*54
German III & IV	8	6	9	8	13	12	16	(III, IV, V) 15	(III, IV, V) *10
German V	1	1	1		0	0	13		
TOTAL	29	25	36	28	49	40	54	48	64
%									.91%
Italian I & II	13	12	15	16	44	37	42	42	*116
Italian III & IV	5	5	9	6	6	5	8	(III, IV, V) 16	(III, IV, V) *18
TOTAL	18	17	24	22	50	42	50	58	134
%									1.9%
Japanese I					5	5	18		
Japanese I & II	29	17	20	17	22	19	30	49	*78
Japanese III & IV	14	5	11	8	12	11	12	(III, IV, V) 17	(III, IV, V) *60
Japanese V							5		
TOTAL	43	22	31	25	39	35	65	66	138
%									1.9%
Russian I & II	9		15	16	16	15	23	19	*32
Russian III & IV	4	10	4		4	4	7	(III, IV, V) 9	*22
TOTAL	13	10	19	16	20	19	30	28	54
%									.77%
CITY TOTALS									
9-12									
Chinese I								20	21
Chinese II									18
TOTAL								20	39
%									.56%

* Foreign language classes at Central Campus are two-period blocks; that is, German I and II is one 2-period class.
Students can complete two years of a language in one year by completing this one class. The actual number of students in German I & II is 27, but that 27 is doubled to 54 to show the equivalency with the other schools.
Thus, the German, Italian, Japanese, and Russian enrollments are all doubled.

Foreign Language Enrollments (High School)

	FALL 1986	SPRING 1987	FALL 1987	SPRING 1988	FALL 1988	SPRING 1989	FALL 1989	FALL 1990	FALL 1991
CITY TOTALS									
9-12									
French I	310	242	329	260	314	254	241	209	266
French II	263	228	277	233	286	259	291	281	251
French III	193	167	149	140	125	123	107	130	132
French IV	80	65	78	58	76	60	52	39	61
French V	27	19	21	17	18	13	9	6	
TOTAL	873	721	854	708	819	709	700	665	710
%						11%	9%	10%	10%
Latin I	50	40	23	17	38	28	40	49	44
Latin II	21		27						8
Latin III	19	48		(II-III) 17	(II-III) 19	(II & III) 19	26	(II, III) 25	(II, III, IV) 20
Latin IV	0		0	0	0				
TOTAL	90	88	50	34	57	47	66	74	72
%					1%		1%	1%	1%
Spanish I	506	404	536	439	686	591	686	840	905
Spanish II	313	281	416	373	432	353	550	510	582
Spanish III	149	130	154	135	184	162	156	185	244
Spanish IV	38	38	47	35	26	18	41	47	(IV, V) 87
Spanish V	18	17	13	12	4	3		2	
TOTAL	1024	870	1166	994	1332	1127	1433	1384	1818
%					18%		19%	20%	26%
CITY TOTAL					2366	2019	2398	2343	3029
%					31%		34%	34%	43%

FOREIGN LANGUAGE GRADES 8-12 COMBINED TOTAL ENROLLMENTS

	1959*	1968	1969	1973	1977	1978	1979	1980	1981	1982	1983	1984	1985**	1986**	1987**	1988**	1989**	1990**	1991**
CHINESE																		20	39
FRENCH	431	1467	1232	803	774	706	821	890	887	910	1063	1301	1178	1127	1065	1058	986	893	973
GERMAN	71	359	346	243	153	130	179	169	19	0	33	36	42	29	36	49	54	48	***64
ITALIAN													17	18	24	50	50	58	***134
JAPANESE												14	29	43	31	39	65	86	***138
LATIN	802	479	434	225	70	39	34	62	39	76	127	116	135	90	50	57	66	74	72
RUSSIAN	0	98	82	50	0	0	10	0	0	0	13	7	6	13	19	20	30	28	***54
SPANISH	863	1477	1557	1479	1230	1084	1117	1042	1188	1184	1010	1309	1130	1272	1439	1657	1716	1757	2239
TOTAL	2167	3872	3655	2800	2227	1959	2161	2163	2133	2170	2246	2785	2531	2592	2660	2931	2966	2944	3713
% OF ENROLLMENT	33%	20%	19%	15%	12%	12%	14%	15%	15%	15%	13%	17%	23%	24%	27%	31%	32%	33%	40.6%

* 1959 enrollments represent grades 10-12 only. The years 1968 to 1984 represent grades 7-12.

** 1985-1991 enrollments represent grades 8-12.

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*** Foreign language classes at Central Campus are two-period blocks; that is, German I and II is one 2-period class.
Students can complete two years of a language in one year by completing this one class. The actual number of
students in German I & II is 27, but that 27 is doubled to 54 to show the equivalency with the other schools.
Thus, the German, Italian, Japanese, and Russian enrollments are all doubled.